**K-5 ELA Lesson Plan**

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| **Teacher:**  **J. Hurley** | | **Grade: 1st Grade** | | | **Date(s)**: Day 2 |
| **Unit Title:**  Wanted: A Few Good Friends | | | **Corresponding Unit Task:**  Song About Rules (Task 1) | | |
| **Essential Question(s):** Why is it important for good readers, writers and listeners to remember the important details when retelling a story, poem or informational text? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** SS student books, tree map on chart paper or SmartBoard, Frayer Model poster, index cards, paper for word splash | | | | Tree Map, rules | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards: Standards:** RI.1.1, RI.1.7, RI.1.10 1C&G.1 -ES for SS  **I Can Statement(s):** I can read this informational text and tell you what a rule is and why rules are important.  **Instructional Plan:**  **APK**: Class will complete a Frayer Model for the word “rule”. Explain the FM as you go.  **TI**: Open books to pages 30-31. Students will work in pairs to re-read these pages. Yesterday you circled reasons why we have rules at school and in a community. Today we are going to make a tree map. Explain that a tree map is used to sort or classify information. Today we are going to think about the 3 ways that rules help us at school: to help us learn, to help us get along, to keep us safe. I will add those as the headings to our tree map. (move to writing below) | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Writing**  **Standards:** L.1.1 Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):** I can write a complete sentence with capital letters and punctuation.  **Instructional Plan:**  Model the following activity for students, writing in complete sentences with capitalization and punctuation. Pass out the index cards. Working independently, students will write down and illustrate one rule that they think would be a good rule for school. When they are finished with their rule, they need to come up and add it to the tree map, with teacher assistance, to the correct category. (move to S&L below) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.  **I Can Statement(s):** I can read this informational text and tell you what a rule is and why rules are important.  **Instructional Plan:**  Once everyone is done, review class guidelines for speaking and listening. The class will work together under teacher direction to combine “like” rules and come up with a final list of class rules, worded in a positive manner. | | | | |
| **Closing/Summarizing Strategy** | Students will create a word splash around the word “rules”. We are going to put in all words related to “rules”. Examples: consequence, safety, help, laws, school. Can introduce phrases like “break the rules”, “the Golden Rule”, etc. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can take the word splash to centers and use them to write a story about rules. | | Add one rule to each branch of the tree map for students to get started or get an idea of what to do. | | | Let students draw the rule and label the picture, rather than write a complete sentence. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Use index cards to assess student understanding of the text and success with the writing objective. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*